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ABSTRACT

In its second year, the Bilingual Program Resource and Training Center provided instruction in English as a second language (ESL), native language development, basic education, and job counseling to about 2,355 limited-English-speaking students at 15 sites in New York City. Most were recent immigrants without a high school education. About half were over 21, and many worked full-time. The program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. Program objectives helped the students develop English proficiency and content-area skills to pass the high school equivalency examination and to provide college and vocational information and counseling. Staffing patterns varied from site to site, depending on student needs and local tax-levy support. Standardized test results indicated: (1) students made significant gains on the Scholastic Aptitude Test, as proposed; (2) all ethnic groups made significant gains in mathematics, as proposed; (3) although students did not meet proposed group advancement objectives at any level, 43% were promoted at least one level; and (4) high school equivalency results could not be assessed. Recommendations for program improvement are given. (MSE)

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Office of Educational Assessment
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres. Senior Manager

Grant Number: G00-852-5004

THE BILINGUAL PROGRAM

RESOURCE AND TRAINING CENTER

1986-1987

Prepared by the O.E.A.
Bilingual Education
Evaluation Unit

Jose J. Villegas,
Unit Manager

Maria Grazia Asselle,
Principal Investigator
and Data Analyst

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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A SUMMARY OF THE REPORT

The Bilingual Program Resource and Training Center, in its second year of a new three-year Title VII funding cycle, provided instruction in English as a second language (E.S.L.), native language development, basic education, and job counseling and placement. The center served approximately 2,355 students of limited English proficiency (LEP) at 15 sites throughout New York City. Most students were recent immigrants whose personal circumstances did not permit a conventional high school education. Nearly half were over 21 years of age, and many had to work full-time. The program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. Hispanics were the largest group served and Chinese the second largest. Italians were the smallest, with only 26 served.

The objectives of the program were two-fold: to enable LEP students to develop the English proficiency and content-area skills needed to pass the high school equivalency (G.E.D.) examination; and to provide college and vocational information and counseling. In its instructional component, the program sought to impart analytical skills that would have practical value beyond the scope of the G.E.D. examination.

Staffing patterns varied from site to site, depending on the needs of the student population and the level of local tax-levy support. E.S.L. instruction was supported by tax-levy funds, and ranged from 120 to 360 minutes per week. Title VII funded support-services positions and provided two thousand teacher hours to support curriculum and staff development activities at the Bilingual Program Resource and Training Center. Additional teaching hours were provided by Title XIII. Development activities for staff members included supervision and observation by the administrative staff, attendance at university courses, and participation in conferences and workshops.

Program objectives were assessed in E.S.L. (Stanford Achievement Test [SAT] and promotion rates in E.S.L. classes); mathematics (New York City Arithmetic Computation Test); promotion rates in instructional levels (e.g., native language arts, general education, pre-high school equivalency, high school equivalency prep); and performance on the G.E.D. exam. Quantitative analysis of student achievement data indicates that:

- participants made statistically significant gains on Levels 1 and 2 of the SAT, as proposed;
- all ethnic groups made statistically significant gains in mathematics, as proposed;
- although students at none of the four specified instructional levels were able to meet the proposed advancement objectives for their level (60 percent of N.L.A. students will be promoted to the general education

level; 75 percent of the general education students will be promoted to the pre-high school equivalency level; 70 percent of the pre-high school equivalency level students will be promoted to the high school equivalency prep level), 43 percent of program students were promoted at least to the next level; and

- the G.E.D. objective for the high school equivalency prep level could not be assessed because test results were not reported by program level.

The following recommendations are aimed at improving the overall effectiveness of the program:

- The amount of time devoted to E.S.L. at J.H.S. 10 should be increased to the program mode of 300 minutes per week.

- Extensive efforts should be made to recruit more students for the Italian component.

ACKNOWLEDGEMENTS

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THE BILINGUAL PROGRAM RESOURCE AND TRAINING CENTER

Central Location:	383 East 139th Street Bronx, New York 10454
Number of Sites:	15 Centers
Year of Funding:	1986-87, Second year of a new three-year funding cycle
Target Languages:	Spanish, Chinese, Greek, Italian, and Haitian Creole/French
Number of Participants:	2,355 Students
Director:	Dr. Seymor Weissman
Bilingual Coordinator:	Ms. Ada Garces

I. INTRODUCTION

The Bilingual Program Resource and Training Center provides support services to the bilingual component of Auxiliary Services for High Schools (A.S.H.S.), a Board of Education program established in 1969 to serve students unable to complete their education within the regular day high schools. The A.S.H.S. target population consists primarly of high school dropouts aged 16 to 21, students with chronic attendance problems, students with difficulty adjusting to the regular high school curriculum, armed forces veterans of any age, adults over 21, and others who need an alternative to the regular high school environment.

A.S.H.S.'s goal is to prepare students to take the General Equivalency Diploma (G.E.D.) exam by providing them English as a second language (E.S.L.), native language arts, basic education, remediation, and job counseling. Since its inception, the

program has grown in size from two evening centers to twelve evening and twelve day centers. The scope of A.S.H.S. has also grown so that it now provides a broad array of alternative educational and vocational services.

Since many students entering the A.S.H.S. program were of limited English proficiency (LEP), it began a bilingual component in 1972. This component has expanded greatly over the years. During the year under review it served five different language groups at 15 sites. (See Table 1.) Most of the students in the bilingual component have never attended a regular New York City high school. Many are recent immigrants whose personal circumstances do not permit a conventional high school education.

The objectives of the bilingual program are to give students the English-language and cognitive skills needed to pass the high school equivalency examination and earn the G.E.D., and to expose them to employment and job training opportunities. The program's goal, as expressed by the project director, is "to succeed where others have failed" by producing individualized self-paced instruction that seeks to make students responsible for their own education. In addition, the program offers counseling (educational, vocational, and personal), placement services (academic and employment), and day and evening sessions that include instruction in the native language and in E.S.L. Students whose native language is French or Spanish may prepare for the G.E.D. exam in either of those languages or in English.

The bilingual program has the flexibility needed to serve

an increasing number of students, to follow the geographic shifts in the population requesting services, and to adjust to the demands of emerging language groups. Thus, the bilingual program enables the school system to help newcomers successfully enter the American economic mainstream.

TABLE 1

The Bilingual Program Resource and Training Center

Center	Location	Hours	Language(s) Served	Number of Students
Roberto Clemente[a]	383 East 139th Street Bronx, NY	8:30-4:00	Spanish	180
Park Avenue Learning Center	2005 Madison Avenue New York, NY	8:30-4:00	Haitian Creole Spanish	118
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	8:00-3:30	Spanish	113
Forsyth Street School[b]	198 Forsyth Street New York, NY	8:00-4:00	Spanish Chinese	289
Lincoln Square	216 West 63rd Street New York, NY	8:30-4:00	Spanish	44
Linden Boulevard	2045 Linden Boulevard Brooklyn, NY	9:00-3:00	Spanish	55
P.S. 754	470 Jackson Avenue Bronx, NY	9:00-4:00	Spanish	79
Brandeis High School	145 West 84th Street New York, NY	5:30-8:30	Spanish	188
Prospect Heights High School	883 Classon Avenue Brooklyn, NY	5:30-8:30	Haitian Creole	86
Julia Richman High School	316 East 67th Street New York, NY	5:30-8:30	Chinese, Haitian Creole	102
Walton High School	196th Street and Reservoir Avenue New York, NY	5:30-8:30	Spanish	132
Maxwell Vocational High School	145 Pennsylvania Avenue Brooklyn, NY	6:00-8:45	Spanish	148
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	5:30-8:30	Spanish	290
J.H.S. 10	31st Avenue, between 45th & 46th Streets Astoria (Queens), NY	5:30-8:30 (Mon-Thurs)	Chinese, Greek Spanish	408
St. George School at the College of Staten Island	25 Hyatt Street Staten Island, NY	6:00-9:00 (Mon-Thurs)	Italian	123

[a]Central location for The Bilingual Program Resource and Training Center.

[b]Central location for A.S.H.S.

II. PROGRAM ORGANIZATION

The Bilingual Program Resource and Training Center's full-time professional staff included a coordinator, a career-guidance specialist, and a resource teacher. The coordinator exercised overall supervision of the instructional staff for A.S.H.S.'s bilingual component and worked with each site supervisor to ensure the efficient delivery of instructional and counseling services to LEP students. The A.S.H.S. site supervisors were responsible for the day-to-day supervision of the bilingual teachers, educational/vocational advisors, guidance counselors, and paraprofessionals assigned to their site.

The bilingual coordinator met regularly with the director of A.S.H.S. and center administrators to discuss administrative matters. The center's coordinator reported that it had been harder to supervise evening than day sites because the schedule of all the full-time Title VII staff members permitted more visits to day sites.

The career-guidance specialist was responsible for training educational/vocational advisors concerning student placement, programming, and career counseling. He also worked with the educational/vocational advisors to organize career workshops for LEP students.

The resource teacher spent most of her time visiting program sites, and she provided training to the full-time bilingual paraprofessionals assigned to the various centers. In addition to training paraprofessionals, the resource teacher:

provided technical and curriculum assistance to teachers and center administrators; ordered books and other materials for student use; informally observed classes to ensure that teachers were following curricular procedures; worked with teachers in the classroom; and attended teacher-training conferences.

This year's Title VII budget provided funds for seven part-time curriculum specialists, eight paraprofessionals to support curriculum- and staff-development activities, and several part-time trainers for evening center staff.

Teachers and paraprofessionals were hired after being thoroughly screened by the A.S.H.S. director, the bilingual coordinator, and center administrators. The bilingual coordinator stressed the importance of maintaining the quality of the bilingual program's staff. Several program graduates were employed as paraprofessionals. Their experience as students gave them a good understanding of the bilingual program's philosophy and the instructional approach; moreover, they served as role models for the students.

While remaining part of the greater A.S.H.S. program, the bilingual program functions with some degree of autonomy at each center. Staffing levels varied with the number of students served. Centers with large numbers of LEP students had one teacher per level of instruction, as well as an educational advisor who was responsible for recruiting, placing, and counseling students. In centers with smaller numbers of LEP students, one teacher might be responsible for all levels of

instruction as well as the tasks performed by the educational advisors at larger sites. (Figure 1 shows the program's organization.)

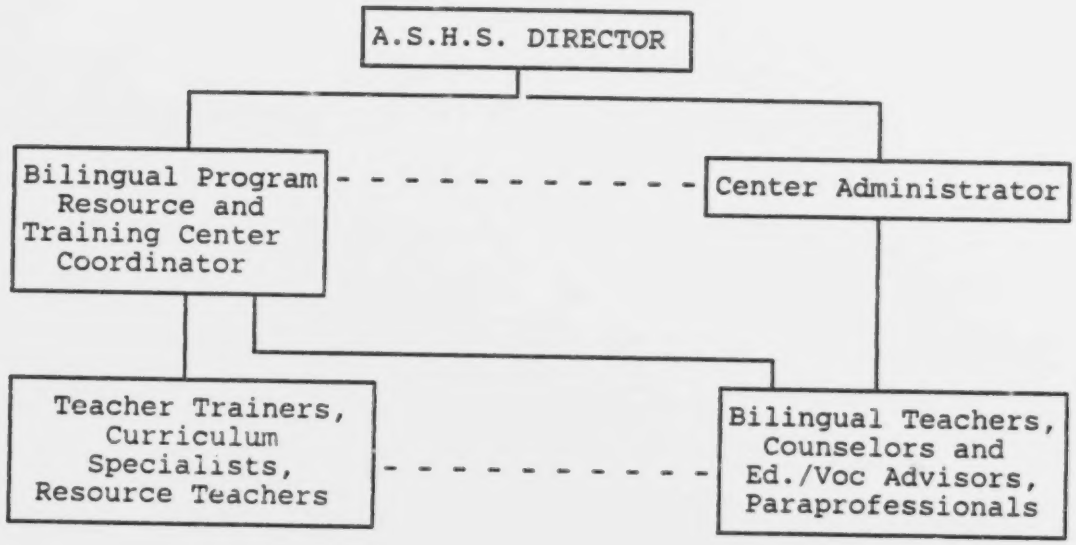
PLACEMENT

The program followed the New York City Public School guidelines for identifying LEP students through the Language Assessment Battery (LAB). To enter the bilingual program, a student had to score below the twenty-first percentile on the English LAB and/or demonstrate an inability to function effectively in the English-language mainstream. Student background information and their scores on math and native language placement tests provided the basis for placement in one of the four educational levels: Native Language Arts (N.L.A.), General Education (basic), Pre-High School Equivalency (Pre-H.S.E.) (intermediate), and High School Equivalency Preparation (H.S.E.-Prep [advanced]).

A student profile was developed based on counseling records (interviews, test scores, LAB scores) and teacher records. Profile and test data were regularly reviewed to identify students who were ready for instruction in English or ready to take the G.E.D. exam.

FIGURE 1

Administrative Organization of the Bilingual Program Resource and Training Center


A.S.H.S. DIRECTOR
Bilingual Program Resource and Training Center Coordinator
Center Administrator
Teacher Trainers, Curriculum Specialists, Resource Teachers
Bilingual Teachers, Counselors and Ed./Voc Advisors, Paraprofessionals

_____ Direct Supervision

---------- Collaboration and Communication

III. STUDENT CHARACTERISTICS

OVERVIEW

In 1986-87, the bilingual component of A.S.H.S. served 2,355 students, an increase of about 19 percent over the previous year. Fifty-one percent (1,185) of the program participants were 21 years old or younger; 27 percent (614) were 22 to 30 years old; and the age of the remaining 22 percent (517) ranged from 31 to 76. Most were recent immigrants to the United States: 43 percent (989) had been in this country for one year or less; only 17 (515) percent had been here for five years or more.

Although many had attended school in their country of origin, they had a hard time adjusting to the American academic environment. Many could not attend regular high school because they had to work full-time. Eighteen percent (420) of the program students were high school dropouts. Data for students' referral sources are available for 416 students, of whom 51 percent (212) had been directly referred to A.S.H.S. by a high school, 23 percent (94) had been referred by other students, and 19 percent (80) had been referred by outside agencies. The remaining 7 percent (24) had been recruited through other means.

Program participants aged 21 or younger differed from the rest of the program population in several ways. They tended to have been in the United States for less time than older students and to have had more years of formal education.

Students' educational experience varied. Twelve percent (270) had six or fewer years of schooling; 11 percent (263) had

seven or eight years; 16 percent (360) had nine years; 26 percent (475) had eleven years; and the remaining 14 percent (353) had twelve or more years. (Table 2 shows the distribution of program students by age and years of schooling.)

Forty-two percent of the students (989) were employed full-time when they began the program. Of the 1,788 students still in the program in June, 34 percent (608) were employed full-time and 14 percent (250) had part-time jobs. Forty-seven percent (1,106) were unemployed when they entered the program, but 24 percent (565) had found either part-time or full-time employment by June.

Students' job status varied according to age. Seventy-three percent of those over 21 (826) were employed full-time when they entered the program, whereas only 27 percent of those 21 or younger (320) were employed full-time. Of those still in the program in June, 68 percent of those over 21 were employed full-time, as were 32 percent of those 21 or younger.

Seventy percent (1,649) of the students had been in the program five months or less, and 45 percent (1,056) expected to remain in it in 1987-88.

Overall, 52 percent (1,225) of the students had learned about the program from other students; 27 percent (636) had been recruited by the program itself; and 20 percent (471) had been referred by high school or outside agencies.

SITE DISTRIBUTION

Sixty-three percent of the program students (1,484) attended evening sites and 37 percent (871) attended day sites. The

TABLE 2

Number of Program Students by Age and Years of Education

Years of Education	16-21	22-30	31 or more	Total
0	2	2	9	13
1	3	3	6	12
2	0	2	4	6
3	6	14	10	30
4	4	6	14	24
5	12	14	21	47
6	30	49	59	138
7	23	24	32	79
8	73	48	63	184
9	221	74	65	360
10	498	92	76	595
11	286	112	77	475
12	95	116	78	339
13	3	8	?	14
Total	1,185	614	517	2,316*

*Data were missing for 39 students.

- The majority of program students were under 21 years of age.
- Younger program participants were more likely than their older counterparts to have had at least nine years of schooling.

students at the evening sites were older: 71 percent (1,054) of the students at the evening sites were over 21, while only 11 percent (96) of the students at day sites were over 21.

Students at the evening sites tended to have had less academic preparation than those at the day sites. Thirty-six percent (538) of the students at the evening sites had fewer than nine years of education, while only 12 percent (105) of the students at the day sites were in this category. However, a higher proportion (21 percent, or 307) of students at the evening sites were reported to have had 12 years of education than those at the day sites (2 percent, or 33).

The day sites had a higher proportion of former dropouts (37 percent, or 329) than the evening sites (6 percent, or 91). At the evening sites, 67 percent of the students (685) were employed full-time and 12 percent (167) were employed part-time as of June. Thirteen percent of the students (101) at the day sites were employed full-time, and 26 percent (200) were employed part-time as of June.

Students at both day and evening sites generally reported entering the program for the same reasons: to obtain a high school equivalency diploma (76 percent, or 659, at day sites and 82 percent or 1,190, at evening sites), and to learn English (8 percent, or 117, at evening sites and 6 percent, or 18, at day sites). Eleven percent (94) of the day-site students reported enrolling in the program because they wanted to go to college, compared to 3 percent (48) of evening-site students.

PROGRAM EXIT

Fifty-eight percent (1,366) of the students in the program left during the year under review: 24 percent (321) were waiting for G.E.D. results; 20 percent (273) had obtained their equivalency diploma; 18 percent (243) had left for job-related reasons; 9 percent (117) had left for family, personal, or health problems; 4 percent (63) had moved back to their native country or to other areas in New York City; 2 percent (23) had left because the program did not meet their needs; and the remaining 24 percent (327) had dropped out for unknown reasons.

ETHNIC GROUPS SERVED

Hispanics constituted the largest ethnic group enrolled in the bilingual program in 1986-87. The majority of bilingual students, therefore, spoke Spanish at home (71 percent or 1,663), followed by Cantonese (12 percent, or 273), Haitian Creole (9 percent, or 26), Greek (5 percent, or 110), Mandarin (2 percent, or 55), and Italian (1 percent, or 26). (See Table 3.) The most common country of origin was the Dominican Republic (16 percent, or 369), followed by the People's Republic of China (13 percent, or 305), Puerto Rico (12 percent, or 274), Colombia (11 percent, or 247), Haiti (9 percent, or 206), and Ecuador (7 percent, or 175).

Hispanic Students

Because students from the Dominican Republic and Puerto Rico made up 39 percent of the Hispanic population, they, along with

TABLE 3

Native Language and Country of Birth

of Program Students

Native Language	Country of Birth	Number	Percent
Spanish	Dominican Republic	369	15.7
	Puerto Rico	274	11.7
	Colombia	247	10.5
	Ecuador	175	7.5
	El Salvador	105	4.5
	Honduras	104	4.4
	Guatemala	94	4.0
	Peru	66	2.8
	Mexico	55	2.3
	Nicaragua	24	1.0
	Panama	21	0.9
	Costa Rica	12	0.5
	Cuba	8	0.3
	Venezuela	6	0.3
	Unspecified	103	4.4
Chinese (Cantonese and Mandarin)	People's Republic of China	305	13.0
	Hong Kong	19	0.8
	Other	5	0.2
Haitian Creole	Haiti	206	8.8
Greek	Greece	110	4.7
Italian	Italy	26	1.1
Other		14	0.6
Total		2,348*	100.0

*Data were missing for seven students.

- The majority of program students were Hispanics (71 percent); Chinese students formed the second largest ethnic group (14 percent).

students from Cuba, were grouped as Caribbean Hispanics for descriptive and analytic purposes. All other Hispanics were grouped as Central and South American Hispanics. These two groups differed in several respects.

The 643 Caribbean Hispanics generally were young (65 percent under 21 years of age), had nine to twelve years of schooling (77 percent), and were unemployed when they entered the program (67 percent). Half attended day sites, and 41 percent were high school dropouts. Forty-two percent of the Caribbean Hispanics had learned about the program from other students and 30 percent had been referred by high schools. The 917 Central and South Americans tended to be older (59 percent were over 21 years of age); few were dropouts (13 percent); and 26 percent had twelve or more years of schooling. Most of them (82 percent) attended evening sites, were employed when they entered the program (74 percent), and had learned about the program from other students (67 percent). Nineteen percent had been recruited by the program.

In other respects, both groups of Hispanics were similar. Both groups had approximately equal proportions of males and females. Most Caribbean Hispanics had been in the United States less than two years (48 percent), had been in the program less than five months (71 percent), and entered the program primarily to obtain the G.E.D (92 percent). Most Central and South Americans also had been in the United States less than two years (58 percent), had been in the program less than five months (78

percent), and had entered the program to obtain the G.E.D (98 percent).

Chinese Students

The program served 326 Chinese students in 1986-87, of whom 84 percent spoke Cantonese and 16 percent spoke Mandarin.

Many of the students came from the Chinese People's Republic and had not studied English. They were, however, highly motivated and generally were able to complete G.E.D. preparation within two and one-half to three years.

Chinese students were very young (54 percent were under 21 years of age), employed (21 percent at entry and 19 percent in June), had recently arrived in this country (37 percent had been in the United States for less than two years, and attended day sites (64 percent). Most were high school educated (98 percent had nine to twelve years of schooling) and female (58 percent). Of the various ethnic groups enrolled in the program, Chinese students had the most varied reasons for entering: 40 percent wanted a G.E.D.; 21 percent wanted to learn English; 11 percent wanted to go on to college; 25 percent wanted to get a job; 1 percent wanted to learn to read; and the rest had entered for unspecified reasons. Chinese students were recruited primarily through program efforts (80 percent) and referrals from high school programs (5 percent).

There was a great deal more demand for the Chinese component than the project could handle; each site had a waiting list. For example, Forsyth Street, which this year served 211 Chinese LEP

students, had a waiting list of about 170.

Haitian Students

Haitian students (206) were the third largest ethnic group served by the program. They generally were older (54 percent were over 21 years of age), recent immigrants (74 percent had been in the United States under two years), and new to the program (53 percent had entered within the past five months). About 50 percent were employed either full- or part-time, and 67 percent attended day sites. Unlike Hispanics, there were slightly more females (62 percent) than males. Most (55 percent) had learned about the program from other students or through program efforts. Sixty-five percent wanted to go to college, and 17 percent had entered to learn English.

The 206 students served by this component come from all over the city. Most had entered the program with no prior experience in the New York City schools.

Greek Students

The 110 Greek students in the bilingual program were older than those from other language groups (99 percent were over 21 years of age). Most had entered to obtain a G.E.D. (74 percent) or to learn English (21 percent). Most were males (58 percent) with full-time jobs (71 percent), and all studied in the evening. A large percentage (45 percent) had been in the United States for over two years, and 48 percent had fewer than nine years of schooling. They generally had learned about the program from

other students (76 percent) or through program efforts (21 percent).

Italian Students

The Italian students were the smallest group served by the program (26 students). Most were older (88 percent were over 21 years of age). Almost all the Italian students (96 percent) reported they had enrolled in the program to earn a G.E.D. Although a large proportion (38 percent) had 12 years of education, 31 percent had fewer than nine years of schooling. All attended evening school, were predominantly male (58 percent), and had the highest population of working students (77 percent). Many (38 percent) had been in the United States more than two years and most (58 percent) had been in the program less than five months. Most students (69 percent) found out about the program from friends or by program recruitment efforts (27 percent).

IV. INSTRUCTIONAL PROGRAM

The bilingual program had two main objectives: to enable LEP students to improve their English-language and content-area skills so they could pass the high school equivalency exam; and to expose them to job opportunities.

The program curriculum used materials suitable for G.E.D. examination preparation. Staff members from each of the five major language groups had developed instructional materials and criterion-referenced tests for assessing student progress. The tests indicated whether a student had mastered concepts or if follow-up reinforcement was necessary.

The A.S.H.S. program sought to teach analytical skills that had practical value beyond the scope of the G.E.D. examination itself. Students were encouraged to realize their fullest potential by setting goals that were realistic, focused on immediate and long-range achievements, and designed to inculcate a desire for continued learning.

The program maintained folders for each student that contained an instructional work-plan based upon placement scores and intake information. Individualized check-off sheets, pre-programmed by instructional level and keyed to the curriculum, enabled both students and staff to monitor academic progress. The check-off sheets established the skills, concepts, and topics that had to be mastered in each content area in order to be able to move to the next level. Students who did not master the topics at one level could repeat the curriculum using different

materials. This was done to prevent repeating students from becoming discouraged and bored. Cumulative student record cards documented student growth, and teachers maintained logs recording the tasks students had completed.

By structuring itself to meet the special needs of its target population, the program's effectiveness was maximized. Thus, students could enroll and take the G.E.D. exam at any time during the year; they could choose between morning, afternoon, and evening sections; and, since the program was uniform at all sites, they could change sites with no loss of continuity. Finally, based on their personal circumstances and motivation, they could learn at their own pace, temporarily leaving the program and then returning to it with no loss of continuity.

Students were permitted to take E.S.L. and/or mainstream English classes, combined with content-area courses taught in their native language.

Although he/she exercised day-to-day control over the bilingual program at each site, the site supervisor worked closely with the coordinator of the bilingual program in the areas of scheduling and articulation among components. The bilingual curriculum development specialists developed an E.S.L. syllabus and curriculum guide which were implemented at the discretion of the center administrators. The amount of time allocated to E.S.L. instruction and the modes of instruction varied greatly from site to site.

Time allocated to E.S.L. instruction ranged from a minimum

of 120 minutes to a maximum of 360 minutes per week. The modal category (34 percent of the students) received 300 minutes of E.S.L. instruction. E.S.L. instruction at day sites ranged from 150 minutes to 300 minutes. Evening students received at least 300 minutes of E.S.L. instruction per week, except for those at J.H.S. 10, where Spanish and Chinese students received 120 minutes of E.S.L. and Greek students received 180 minutes.

Because academic background and linguistic competence varied greatly, basic and intermediate N.L.A. instruction were provided on an individualized or small-group basis. Advanced N.L.A. instruction usually took the form of large-group lectures. (Figure 2 illustrates the bilingual program's instructional sequence and its linkages with A.S.H.S.'s other components.)

Since the G.E.D. is given in Spanish, content-area instruction for Spanish-speaking students took place in the native language. However, the development of English competence through E.S.L. instruction was also emphasized because staff members realized that a G.E.D. diploma has little value in the world of work without commensurate skills in English.

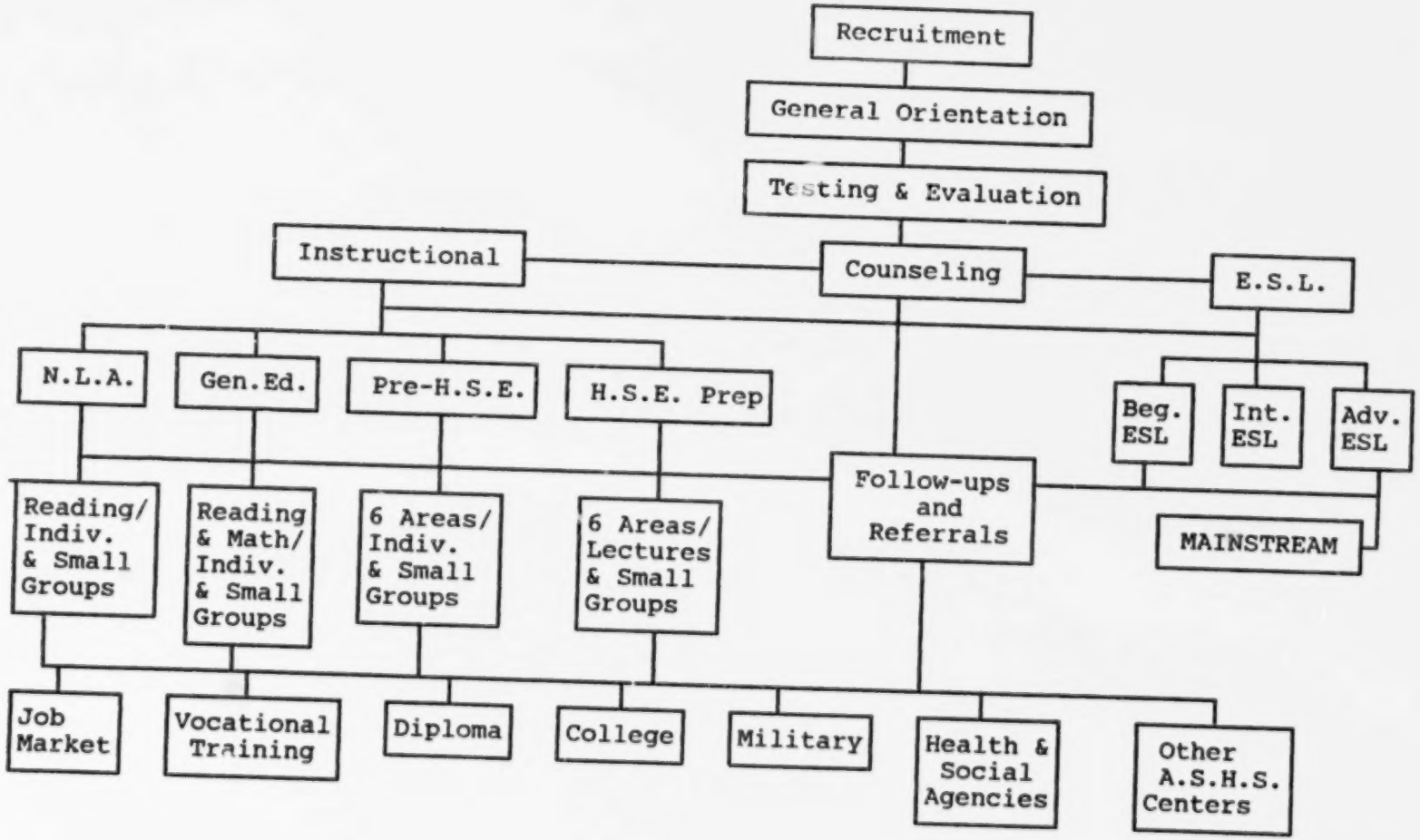
The program's Spanish component was highly organized. Based on their scores on La Prueba de Lectura, a Spanish-language competency test, students were assigned to an appropriate level and worked independently, using the check-off list for that level. After completing preparatory "phases," students prepared for the G.E.D. examination using commercial and program-developed materials.

The Haitian component operated at the Park Avenue site during the day and at Julia Richman and Prospect Heights High Schools in the evening. Students had the option of taking the G.E.D. exam in either English or French. The language of instruction varied. At Julia Richman, content areas were taught in English while explanations and clarification were provided in Haitian Creole. At the Park Avenue Learning Center, content areas were taught in French while explanations and clarification were provided in French or Haitian Creole. Haitian students also studied E.S.L.

Students from other language groups received content-area instruction in their native language and intensive E.S.L. The latter was especially important for them because the G.E.D. exam is not given in any language besides English, French, and Spanish.

FIGURE 2

Instructional Component of the Bilingual Program at A.S.H.S.



SITE OBSERVATIONS

Members of the evaluation team conducted classroom observations and interviewed staff and students at four sites: J.H.S. 10, Park Avenue Learning Center, Forsyth School, and St. George School at the College of Staten Island. Data are reported by language group.

Spanish Component

Of the twelve sites at which Hispanic students were served, evaluation team members visited four.

At J.H.S. 10, Hispanic students were enrolled in an evening program staffed by an educational advisor, four teachers, and a paraprofessional. Each teacher was responsible for a different level.

In a Pre-H.S.E. (intermediate) class, eight students of an enrollment of 16 were present. They worked independently on their assignments, while the teacher helped students on an individual basis. N.L.A. and General Education classes that were observed were similarly structured. In contrast, the 14 students attending the H.S.E.-Prep (advanced) class worked with the teacher as a group to develop reading skills. The topic of the lesson, conducted in Spanish, was the use of inductive and deductive methods in reading. The teacher stressed the importance of attending to an article's title to quickly learn its subject. Then the teacher assigned a reading and asked questions to assess how well the students had understood it.

According to the educational advisor, a major source of absenteeism was the fact that many students were shift workers. Another problem was that the site provided only an hour and a half of E.S.L. instruction per week. Many students became frustrated with their slow progress in English and dropped out. Some left to enroll in programs that charged tuition but provided more hours of E.S.L.

The Park Avenue Learning Center's program for Hispanic students provided daytime classes in the morning or the afternoon. The center is located in a former school in a Harlem neighborhood that is starting to undergo revitalization. However, the immediate environs of the Learning Center are still in very poor physical condition and reek of urine. Although there are no windows in the classrooms, they are well-lit and the walls are amply decorated with posters, making for a cheerful learning environment. However, it was reported that some classrooms lacked heat, while others lacked air conditioning. Several program staff members expressed the belief that the Center's generally adverse physical circumstance had limited both attendance and enrollment.

Most of the Hispanic students at this site had been referred by the George Washington High School dropout program. Many of these students had been overage for their grade at George Washington and could not graduate at the age of eighteen.

The staff of the Center's Spanish component consisted of a teacher and a paraprofessional who were responsible for

instruction, counseling, and paperwork. The paraprofessional was a program graduate. He had a great deal of empathy for the students' problems and served as a role model for the students. Like many other program graduates, he had been able to go on to college and aspired to become a bilingual math teacher.

Because the staff at the site was so small, students at all the four levels of instruction used the same classroom, enabling the teacher and the paraprofessional to assist them individually or in small groups. The small staff seemed to be the site's major weakness because it prevented students from receiving all the attention they needed.

On the day a member of the evaluation team visited, 12 students out of an enrollment of 24 were in attendance. It was one student's first day of class, while four other students were being pretested to assess how well prepared they were for the G.E.D. exam. Meanwhile several other students were working on E.S.L. on their own. According to the teacher, these students knew what they had to do and where the appropriate materials were located. Thus students were able to function with a certain degree of independence.

Students stayed in the program for periods ranging from three months to over a year, depending on their level of preparation. Bilingual program staff members and the site supervisor said the program was succeeding in providing students with a well-structured alternative learning opportunity. The site supervisor said that students in the bilingual program were

achieving better than English-speaking students because the bilingual program provided more opportunities for personal interaction.

At the St. George School at the College of Staten Island, the staff for the Spanish component consisted of two teachers and an educational advisor. Students were supposed to attend the center two nights a week for G.E.D. preparation and two nights a week for E.S.L. instruction. However, there was a long waiting list for E.S.L. instruction. The educational advisor tried to direct students to the few other E.S.L. programs that were available in the borough, but the fact that they were charged tuition and their inconvenient hours prevented many students from enrolling in these programs.

The two teachers were responsible for four levels of instruction: one teacher taught the N.L.A. and the General Education (basic) levels, and the other taught the Pre-H.S.E. (intermediate) and the H.S.E.-Prep (advanced) levels. Instruction at the N.L.A. and General Education levels was individualized, whereas instruction at the intermediate and advanced levels was provided in the form of lectures followed by questions and answers. The educational advisor reported that some intermediate-level students had difficulty with this form of instruction.

The educational advisor, whose job it was to keep in touch with dropouts, believed the lack of E.S.L. classes was a major problem. Females, especially, had problems securing their

mates' willing assent to their return to school, and they often had difficulty arranging adequate childcare.

A member of the evaluation team observed both the lower- and upper-level sections. In the lower-level section, nine students worked on individual assignments while their teacher walked from desk to desk providing assistance. Of the students attending this section, two had had only one year of schooling in their country of origin, while the remaining seven were at different educational levels. One student was at the Pre-H.S.E. level but preferred to attend the lower-level section because he wanted individualized instruction.

At the upper level, the teacher used Spanish to conduct a science class that was attended by 15 program students. The students seemed attentive, and there was a high degree of student-teacher interaction, with both freely asking and answering questions. Several other students who were enrolled in this section were next door taking a Pre-G.E.D. test, which is used to evaluate readiness for the G.E.D. exam.

A member of the evaluation team also observed a class for Hispanics at the Forsyth Street School. With 17 students at varying education levels, the class was staffed by a teacher and a paraprofessional. Both were instructing students on a one-to-one basis. Most of the students used program-developed materials, but a few were reading commercial textbooks which they had taken from a classroom library. Spanish-speaking students at this site received only 90 minutes of E.S.L. per week, which the

staff regarded as far too little time.

Program staff were strongly committed to the program. The educational advisor kept in touch with several alumni, and the walls of her office were decorated with photos of students, staff members, and alumni attending program functions. Staff members believed that contacts with successful alumni were the best form of encouragement for current students.

Greek Component

J.H.S. 10 was the only school offering a bilingual program for native Greek speakers. The school is located in Astoria, Queens, an area with a large number of Greeks. Three teachers shared advising, clerical, and teaching duties. All had worked in the program for many years. The students had been divided into two sections on the basis of their competence in English. Two-thirds of the time were devoted to E.S.L., and one-third to math, science, and social studies taught in Greek. Students also were encouraged to attend E.S.L classes on the two additional evenings the school was open.

Many students had only a few years of education in their native country, and the program staff said this slowed their progress toward a high school diploma. Nevertheless, most students got mainstreamed after two years, graduated, and continued their education.

Staff members said that the students had varying reasons for enrolling in the program. Some were young women who recently had immigrated in order to marry men who had preceded them; others

were older women who were returning to school after having raised a family; others were older men who had worked in this country for years and realized that career advancement depended on their earning a high school diploma.

A member of the evaluation team observed both upper- and lower-level sections. Twelve students were present in the lower-level section. The lesson was conducted in a traditional classroom format. The teacher said that the amount of individualized instruction they could receive was limited. Nevertheless, the students apppeared confortable with the lecture setting, possibly because they had experienced this type of instruction in Greece. During the first part of the class, the students reviewed a lesson on ancient Greek history from the text, which had been developed by the program staff and was in Greek. The reading was followed by a series of fill-in questions, which the students answered. According to the teacher, content-area instruction suffered from a shortage of Greek curricular material. During the E.S.L. part of the class, the teacher used Greek only to explain a series of new vocabulary items pertaining to houses and furniture. The teacher asked the students to write each new word and its meaning in their notebooks. He then called upon the entire class to repeat word and definition in unison. The grammar part of the E.S.L. class dealt with the past tense of irregular verbs.

When a member of the evaluation team visited the upper-level section, the class was reviewing an English-language

science test given the previous week. The teacher used both English and Greek to make corrections and give explanations. She used Greek especially to clarify the meaning of terms. The teacher said that more curricular materials, particularly visual aids, would enable her to improve the quality of instruction. In this regard, she noted that the day school also used the program office, with the result that there was no space for storing program materials.

Chinese Component

Members of the evaluation team visited Chinese programs at J.H.S. 10 and the Forsyth Street School. J.H.S. 10 offered an evening program and Forsyth Street offered a day program. Both programs had the same educational advisor, who had been with the program since its inception. Most of the students at both sites were recent immigrants from mainland China.

The J.H.S. 10 program was staffed by three part-time teachers, all experienced and enthusiastic about the program. Course offerings consisted of: English reading, math (provided via individualized tutoring), social studies, and Chinese language arts.

The students seemed highly motivated. Although several of the students were over forty, it was reported that they all came regularly despite a day's hard work. Another student who had acquired the G.E.D. through the program continued coming to class because he thought he still could profit from the instruction it provided.

A member of the evaluation team visited both lower- and upper-level classes. The lower-level class had eleven students, most of whom were in their twenties. The subject of the lesson was English reading, specifically "The First Sit-In," a story about racial issues in early American history. The language of the story obviously had been simplified to suit the students' limited knowledge of English. A conventional teaching approach was employed, namely, vocabulary study, sentence-by-sentence review of the text, explanations of difficult structures and expressions, and, finally, comprehension questions. The teacher was well prepared and supportive, and the students were extremely attentive.

Reading was also the subject of the upper-level class that was observed. Lincoln's Gettysburg Address was being analyzed. The teaching approach was more or less the same as that observed in the elementary classroom, except that the teacher provided more background information and the students possessed the linguistic competence to discuss the text at length. The teacher seemed to have the class's full attention.

A particularly noteworthy feature of both classes was the integration of E.S.L. with American history. Another feature common to lower- and upper-level classes was that both contained Cantonese and Mandarin speakers, which required the teacher to provide definitions and explanations in both languages. However, this did not seem to greatly hinder classroom efficiency. The educational advisor of the Chinese component was very proud of

the students. He displayed copies of diplomas awarded to previous years' graduates as a way of motivating students currently attending.

Haitian Component

Members of the evaluation team visited the Haitian component at the Park Avenue Learning Center. This site served approximately 100 students during the 1986-87 academic year. Program classes were held mornings and afternoons. Morning students who needed intensive remediation could stay on for the afternoon session.

The program was staffed by a French-speaking teacher, who also functioned as an educational advisor, and two Haitian Creole/French-speaking paraprofessionals. Students were being prepared to take the G.E.D. exam in French. They took instruction in reading two days a week, in math two days a week, and in writing one day a week. The teacher spoke no Haitian Creole, but did not think that this was a problem because most of the students she taught had some secondary schooling in Haiti, where the language of instruction always has been French. Moreover, one paraprofessional provided math instruction in Haitian Creole, while both provided individualized assistance in all subjects in either French or Creole.

A member of the evaluation team observed a class practicing self-paced reading. Sixteen students were in attendance. The Haitian paraprofessional gave students answer keys to correct their work after they completed each assignment. The

paraprofessional spoke to the students in Creole. The students seemed comfortable working on their own and freely asked for help whenever necessary. In several cases, students helped each other.

Students expressed satisfaction with the program. Most were pleased with the level and method of instruction. For some, the course was a review of what they had learned in Haiti. All praised the individualized method of instruction and said they preferred it to the rote learning characteristic of Haitian schools.

Since the students had varying levels of educational experience, their length of stay in the program varied. The shortest stay -- ten weeks -- was for students who had completed the equivalent of the eleventh and twelfth grades in Haiti or elsewhere. The teacher thought the site's E.S.L. component was weak, but she did not think this was a serious problem because students could be referred to the Riverside Church Link School, which provided excellent free E.S.L. instruction to recent immigrants. A much more serious weakness, she said, was that a lack of suitable curricular materials forced her to turn down students who had four years of schooling.

Italian Component

St. George School at the College of Staten Island was the only site to provide a program for Italian speakers, who form a large proportion of the population of the neighborhood where the center is located. The program was staffed by an educational

advisor and a teacher. Since the G.E.D. was not given in Italian, E.S.L. instruction was a major aspect of this program.

Italians were the smallest group served by the program. Although the educational advisor had advertised the program on local Italian television and radio stations, the recruitment effort was not as successful as had been expected. Since the Italian enrollment was so small and the number of students from other backgrounds had increased, classes for Italians also were attended by speakers of other languages.

V. STUDENT ACHIEVEMENT

This section examines student achievement in E.S.L., native language arts, and mathematics. Findings are reported on a program-wide basis and, where appropriate, by program type (day or evening) and language group. When possible, advancement rates and test gains are compared with the objectives in that area. The data analyzed in this section are based on the total population of 2,355 program participants from 15 program sites.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

Objective 1: As a result of participating in the program a minimum of six months, at least 60 percent of the students enrolled in E.S.L. will have been promoted one level of E.S.L. instruction based on successful completion of a class E.S.L. syllabus of writing, listening, speaking, and reading activities.

Objective 2: As a result of participating in the program a minimum of six months, 75 percent of those students designated advanced E.S.L. (capable of taking a standarized English reading test) will increase their level of reading comprehension and ability in English at a .05 level of statistical significance or better as measured by the Metropolitan Achievement Test.

Complete data on months in the program, E.S.L. placement at time of enrollment, and E.S.L. placement in June 1986 (or when leaving the program) were available for 1,791 (76 percent) of the program participants. Program data show that, overall, only 37 percent of the students who were in the program for at least six months were promoted at least one E.S.L. level. Thus, the first objective was not met.

Among students in the program six months or more, the

proportion of those who were promoted varied by ethnic group: 81 percent of the Italian students advanced one or more levels, followed by Haitians (75 percent) and Hispanics (58 percent). Only two Chinese students of the 120 for whom data were available were promoted, and no Greek students advanced.

The second objective called for a test of significance for the gains made in English reading as measured by the Metropolitan Achievement Test. This year, however, the Stanford Achievement Test (SAT), Levels 1 and 2, was used instead. The change in mean raw score between the fall 1986 pretest and the spring 1987 posttest was used to indicate gain or loss in English advancement. Statistical significance of the change was determined by a correlated t-test, which demonstrates at a given level of probability whether the difference between the means is greater than would be expected on the basis of chance variation alone. In accordance with the program objective, statistical significance was assumed when the probability that the mean gain could be attributed to chance was .05 or less.

The program objective was achieved. Table 4 presents the results of the SAT, Levels 1 and 2. The gains were significant, with students making an average raw score gain of 11.9 at both SAT levels. Moreover, 97 percent of the students tested at Level 1 and 92 percent of those tested at Level 2 increased their scores.

Table 5 presents the correlation coefficients of gains in E.S.L. by SAT level and years in the United States, minutes of

E.S.L. instruction per week, months in the program, and years of education. Correlation coefficients show both the direction and strength of the relationship between variables. At Level 1, the correlation between gain and minutes of E.S.L. instruction per week is positive, statistically significant, and of moderate strength. No other coefficient was statistically significant at that level.

At Level 2, the correlation coefficients of gains and years in the United States, and of gains and months in the program were significant, but the relationship between variables was weak. Students who attended the program longer were more likely to make greater improvements in E.S.L., whereas students who had been in the United States longer were more likely to make smaller improvements in E.S.L.

TABLE 4

Results of the Stanford Achievement Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
1	209	17.2	16.9	29.2	20.3	11.9*	13.9	97.1
2	668	39.3	21.9	51.2	22.2	11.9*	10.9	92.5

*Statistically significant at the .05 level.

• On the average, program participants made gains on the Stanford Achievement Test that were above the level of statistical significance proposed ($p<.05$), thus meeting the program objective.

TABLE 5

Correlation Coefficients of Gains on the SAT and Selected Variables by Level

	Years in U.S.	Minutes of E.S.L. Per Week	Months in Program	Years of Education
Level 1	-.10	.27*	-.06	.08
Level 2	-.11*	.03	.17*	.06

*Statistically significant at the .01 level.

- The positive relationship between gain and minutes of E.S.L. instruction (0.27) at level 1, is the strongest among those statistically significant.

ACHIEVEMENT IN MATHEMATICS

Objective 3: As a result of their participation in the program, 80 percent of the students receiving individualized instruction will increase their level of arithmetic ability at a .05 level of statistical significance as measured by the New York City Arithmetic Computation Test.

The program objective called for statistically significant gains in mathematics as measured by the New York City Arithmetic Computation Test. The change in mean raw score between pretest and posttest was used to indicate gain or loss in mathematics. Statistical significance of the change was determined by a correlated t-test, which demonstrates at a given level of probability whether the difference between the means exceeds what can be expected on the basis of chance variation alone. In accordance with the program objective, statistical significance is assumed when the probability that the mean gain can be attributed to chance is .05 or less.

The program objective was achieved. Program students made a statistically significant average gain of 7.4 points. Table 6 reports the results for all program students by ethnic group and by site type (day or evening). The gain was statistically significant for all ethnic groups and at both day and evening sites.

Results show that the Greeks had higher pretest scores than any other group, with a mean of 26.0 and an average gain of 6.1. The Italians had the lowest pretest score (6.1) and the lowest gain (3.3). The pretest scores of the other ethnic groups ranged

from 7.2 for Caribbean Hispanics to 22 for the Chinese, whereas their gains ranged from 6.3 for Caribbean Hispanics to 14.7 for Haitians.

TABLE 6

Results of the New York City Arithmetic Computation Test

Group	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	PROPORTION MAKING Gains
All Students	906	11.9	8.4	19.4	9.7	7.4*	5.5	95.7
Caribbean Hispanics	239	7.2	4.4	13.5	6.5	6.3*	4.9	92.5
Central/South American Hispanics	291	8.4	5.8	15.2	7.3	6.8*	0.3	94.8
Chinese	166	22.0	4.9	28.4	4.5	6.4*	0.2	100.0
Haitians	104	12.2	7.0	26.9	0.9	14.7*	0.6	100.0
Greeks	52	26.0	7.2	32.1	6.0	6.1*	3.3	96.2
Italians	24	6.1	2.7	9.4	3.0	3.3*	1.8	100.0
Day-Site Students	387	13.5	8.4	22.4	9.7	8.9*	6.3	94.1
Evening-Site Students	519	10.8	8.3	17.1	9.1	6.3*	4.5	96.9

*Statistically significant at or above the .05 level.

ADVANCEMENT IN INSTRUCTIONAL LEVEL

Objective 4: As a result of participating in the program a minimum of eight months, at least 60 percent of the Native Language Arts students (zero-fourth grade reading level in their native language) will be promoted to the General Education level on the basis of having completed the N.L.A. syllabus satisfactorily.

Objective 5: As a result of participating in the program's day centers a minimum of six months or evening centers a minimum of nine months, at least 75 percent of the students at the General Education level (fourth-sixth grade reading level in the native language) will be promoted to the Pre-High School Equivalency (Pre-H.S.E.) level based on passing a criterion-referenced test developed for that level.

Objective 6: As a result of participating in the program a minimum of six months (day centers) or nine months (evening centers), at least 70 percent of the students at the Pre-H.S.E. level will be promoted to the High School Equivalency level (H.S.E.-Prep).

The data needed to assess these objectives were available for only 70 percent of the students. Objective 4 specified that 60 percent of the students enrolled for at least eights months in the Native Language Arts level of instruction would be promoted to the General Education level. According to the data provided, only 43 percent (27) of the 63 students for whom complete data were available were promoted to a higher level. Thus, objective 4 was not achieved.

Of the 78 students who were at the General Education level and who attended the program for the time stated in the objective, only 66 percent at day sites and 50 percent at evening sites were promoted to the next level. Therefore, Objective 5 was not met.

Of the 138 students who were at the Pre-H.S.E. level and who

attended the program for the time specified in Objective 6, only 28 percent at day sites and 50 percent at evening sites were promoted to a higher level. Therefore, this objective was not met.

Overall, 43 percent of the students were promoted to at least the next instructional level. The percentage of students at each level at the beginning of the academic year and the percentage advancing at least one level by June 1987 are presented in Table 7. Students at day sites had higher advancement rates (51 percent) than those in evening sites (21.6 percent). Italian participants had the highest promotion rate (88 percent), followed by Haitians (86 percent), Caribbeans (50 percent), Central and South Americans (42 percent), and Chinese (2 percent). No Greek students made progress in their placement.

TABLE 7

Percent of Program Students Advancing at Least One Instructional Level

Beginning Level	Number of Students	Percent of Total	Percent of Students Advancing at Least One Level
N.L.A.1	252	15.5	31.3
General Education	366	22.4	50.0
Pre-H.S.E.	657	40.3	42.0
H.S.E.-Prep	355	21.8	45.6
TOTAL	1630*	100.0	42.9

*Data for 724 students were missing or incomplete.

PERFORMANCE ON THE G.E.D.

-- As a result of participating in the program, at least 80 percent of the students at the H.S.E.-Prep level will obtain their equivalency (G.E.D.) diploma, having passed not only the five academic subtests of the G.E.D., but also the new sixth part which tests for English language skills.

By the end of June 1987, 714 program participants were referred for the G.E.D. test. Of these students, 390 were placed at the H.S.E.-Prep level. The rest were students considered to be at the borderline of the H.S.E.-Prep level at the end of the program year. Of the program participants referred by the G.E.D., 501 (70 percent) obtained their equivalency diploma. However, test results were not reported by program level. Therefore, the program objective cannot be evaluated as proposed.

VI. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

The bilingual program developed new curricular materials during the summer in response to the needs expressed by the sites. Because staff members were encouraged to participate in curriculum development activities, they also served as a form of teacher training. New materials are field-tested by staff members before becoming part of the regular curriculum.

The program's generally successful curriculum development activities are the result of the dedication of teachers and educational advisor/counselors and the location of printing and duplicating facilitites on-site.

The Spanish language curriculum was the most highly developed; the Haitian and Italian curricula were the least developed. The bilingual coordinator reported that the development of curricula for Haitian students had been hampered by the continuing debate within the Haitian community as to whether Creole or French should be the language of instruction.

STAFF DEVELOPMENT

Staff development took place through both internal and external activities. Internal activities included observation and supervision by administrators from program headquarters, conferences, workshops, and curriculum development. External activities included university courses, conferences, and workshops.

The training process for new teachers was very thorough. They were considered "new" teachers for two years, after which they became "veterans" but still were closely monitored by the bilingual program resource and training staff. The need to keep good records was stressed during teacher training, and fulfilling managerial and clerical responsibilities was stressed throughout the program.

SUPPORT SERVICES

The preparation of students for the world of work through college and career planning, consumer education, and job placement were the major types of support services provided to students. These activities were principally the responsibility of the educational/vocational advisors at each site. The career guidance specialist from the central program office provided training on these topics to site staff members and organized career-oriented workshops at the sites.

Students were scheduled for at least five individual sessions with the educational/vocational advisor per year. The advisors maintained student records, conferred regularly with teachers, followed up on withdrawals from the program, and made referrals to other programs and agencies. The advisor also referred program participants to the on-site A.S.H.S. guidance counselor whenever needed and sometimes acted as translator at these guidance sessions.

The bilingual component of A.S.H.S. required each student

to make career plans with the career educational advisor when he/she entered the program. The career/educational advisor then monitored the student's progress toward achieving her/his goal. After they apply to the G.E.D. examination, students meet with the career/educational advisor to discuss post-graduation plans.

Sixty-one percent of the students in the program planned to attend college. Other students had planned or were planning to apply for job (10 percent), or for a training program (22 percent), or to join the armed forces (less than 1 percent). (Data on career aspirations were not provided for the remaining 6 percent of the students.)

Members of the evaluation team found program staff members to be enthusiastic about the accomplishments of program students. Several counselors and teachers reported the success of students who experienced upward mobility after obtaining their G.E.D. Some had been promoted on their jobs while others had been accepted at colleges and universities. Many graduates stayed in touch with the program after they had graduated, recruited relatives and friends to the program, and were invited to speak at program functions.

PARENTAL INVOLVEMENT

The majority of bilingual program students were legally adults (i.e., 18 and over). In accordance with A.S.H.S. policy, parents of 16 and 17-year-old students were included in the initial intake interview. At that time, they were given

information about the bilingual program and invited to participate in an advisory council.

Program staff reported that since most students were over 18 and many lived far from the school, parental involvement was not very high, but the few parents who did participate in the program provided useful input about program activities and helped to plan special events.

VII. CONCLUSIONS AND RECOMMENDATIONS

In its second year of a three-year funding cycle, the Bilingual Program Resource and Training Center provided a system of programmed instruction that permitted learning at an individualized pace and a dedicated, experienced staff.

The content areas were taught in four groups, depending on skill level, and E.S.L. was provided at levels ranging from beginning through advanced.

The progress of the 1986-87 participants was examined in English, mathematics, and promotion rates, and in their ability to obtain the G.E.D. On a program-wide basis, although some groups of students failed to advance in E.S.L. at the expected rate, overall they made statistically significant gains on the Stanford Achievement Test. Program participants also made statistically significant gains on the New York City Arithmetic Computation Test. Although some groups failed to meet specific promotional objectives in native language arts, overall, 43 percent of the students advanced to the next level of instruction. Since results on the G.E.D. were not yet available for 49 percent of the students tested, the objective in this area could not be assessed.

Because of its success with students generally considered "at risk" and the great need of older immigrants for the services it provided, the project was meeting a vital need. In many ways it is a model program.

The following recommendations are made to improve the program:

- Some teachers appeared to have great difficulty teaching in a multi-level classroom. As a result, some students were reported to have dropped out of the program. The project administration should develop staff-development activities in this area.

- The E.S.L. component could be improved by increasing the time devoted to E.S.L. instruction at some sites and making it uniform across sites.

- The Italian program should conduct extensive outreach activities to increase enrollment in the program. The program should also provide bilingual content-area instruction in Italian. Otherwise, the instructional format should be revised to accommodate students from ethnic groups which do not yet have their own bilingual program.